

Correspondence of WIDA English Language Development Standards and the Common Core State Standards for English Language Arts

Introduction

What these documents are:

- These documents show correspondences between the WIDA (World-Class Instructional Design and Assessment) English Language Development Standards and the Common Core State Standards in English language arts.
- WIDA is a consortium of 30 states (including New Hampshire) and the District of Columbia that have all adopted the same English language development standards and assessments.

Format of the documents:

- The WIDA English Language Development Standards for English language arts consist of Model Performance Indicators (MPIs) at each of five different levels of language proficiency.
- Each MPI suggests a task that students at a particular level of language proficiency should be able to do to show achievement of a particular subject area standard.
- These documents consist of five WIDA-style MPIs (one for each of the five language proficiency levels) that correspond to selected Common Core State Standards.
- The model performance indicators were written by groups of New Hampshire ESOL and mainstream teachers through a federal Title III Professional Development grant to UNH Manchester.

Suggestions for using the documents:

- Mainstream teachers can use these documents to help understand what can be expected from ESOL students at various levels of language proficiency, and to guide the assessment of students' progress toward meeting Common Core State Standards in English language arts.
- ESOL teachers can use the alignments to help understand what ESOL students are expected to know in English language arts, and to guide the assessment of their progress toward meeting ELA Common Core State Standards.

Important considerations:

- The documents are not curricula or programs of study; they are tools to be used in designing on-going classroom assessment of ESOL students.
- The MPIs are models that should be adapted as needed to meet individual teachers' and students' needs.
- Because the MPIs are geared to different levels of English language proficiency, it is essential to know students' proficiency levels (that information should be available in students' records or from their ESOL teacher).
- It is assumed that the knowledge and skills required to complete the tasks given in these MPIs have been previously taught, using teaching strategies appropriate for ESOL students.
- If WIDA MPIs are not included for a particular standard, or for a particular grade level, you can adapt related MPIs, or create new ones following the same model.
- Leveled texts are essential for teaching and assessing ESOL students' progress in English language arts, especially at lower proficiency levels. Leveling for language proficiency is not the same as leveling for reading ability, so mainstream language arts teachers should contact an ESOL teacher for help in procuring appropriate texts.

Grade 7 Model Performance Indicators that Correspond to the Common Core State Standards for Writing

Text Types and Purposes

CC.7.W.1 ***Text Types and Purposes: Write arguments to support claims with clear reasons and relevant evidence.***

(See specific MPIs below.)

CC.7.W.1a ***Text Types and Purposes: Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.***

Level 1 Entering	Answer simple teacher questions to state claims about pictures or other visuals (e.g., teacher asks <i>Is the person in the picture good or bad?</i> ; student states a claim
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	by answering with one adjective or the other).
Level 2 Emerging	State simple claims about what is happening in pictures or other visuals; share the claim with a partner, and state an opposing claim to the partner's.
Level 3 Developing	State claims and possible opposing claims about a picture or simple text, in a small group; then brainstorm reasons or evidence that support the claims, and individually write the claims and reasons from the discussion.
Level 4 Expanding	Complete a graphic organizer to show arguments and counterarguments for a claim (e.g., why a student wants to attend a sleep-over, and the parent's objections), with a partner; then individually write a persuasive essay using the completed graphic organizer.
Level 5 Bridging	Write a persuasive essay that introduces a claim, acknowledges alternate claims, and organizes reasons and evidence logically.

CC.7.W.1b ***Text Types and Purposes: Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.***

Level 1 Entering	Select pictures that support a teacher-given claim (e.g., <i>It is sunny outside</i>); label the pictures using a word bank.
Level 2 Emerging	Select sentences that support a teacher-given claim, from a list of possible sentences; then rewrite the sentences into a paragraph, with a partner.
Level 3 Developing	Discuss in a small group credible sources where relevant evidence for a given claim can be found; then individually use one of those sources to complete a graphic organizer showing logical reasoning and understanding of the topic.
Level 4 Expanding	State appropriate, credible sources to find evidence to support a claim; using those sources, write relevant evidence that demonstrates an understanding of the topic in a paragraph, using graphic organizers.
Level 5 Bridging	Write a paragraph that provides support for a given claim and demonstrates understanding of the topic, including relevant evidence from credible sources.

CC.7.W.1c ***Text Types and Purposes: Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.***

Level 1 Entering	Complete a simple cloze paragraph to clarify the relationship among claims, reasons, and evidence, using a word bank.
Level 2 Emerging	Edit simple teacher-generated paragraphs, adding words or phrases from a word bank to clarify the relationship among claims, reasons, and evidence.
Level 3 Developing	Edit peer-generated writing with a partner or in a small group, adding words or phrases to clarify the relationship among claims, reasons, or evidence.
Level 4 Expanding	Use words, phrases, and clauses to clarify the relationship among claims, reasons, and evidence when writing paragraphs that state a claim and evidence, with the support of graphic organizers.
Level 5 Bridging	Use words, phrases, and clauses to clarify the relationship among claims, reasons, and evidence when writing paragraphs that state a claim and evidence.

CC.7.W.1d ***Text Types and Purposes: Establish and maintain a formal style.***

(No WIDA MPIs developed.)

CC.7.W.1e

Text Types and Purposes: Provide a concluding statement or section that follows from and supports the argument presented.

Level 1 Entering	Identify the best words or phrases that conclude a text that has been read aloud, using a teacher-generated list of these words and phrases.
Level 2 Emerging	Given a text, select a sentence from a teacher-generated list that best concludes the text and discuss why this sentence is the best within a small group.
Level 3 Developing	Complete a graphic organizer with ideas in response to a text that has been read aloud; then write sentences using the information from the organizer, including a concluding statement.
Level 4 Expanding	Using a graphic organizer, write a paragraph and an appropriate concluding statement that support the information presented in the paragraph.
Level 5 Bridging	Write an essay with a concluding paragraph that summarizes, follows from and supports the information in the rest of the essay.

CC.7.W.2

Text Types and Purposes: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

(See specific MPIs below.)

CC.7.W.2a

Text Types and Purposes: Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

(These MPIs focus on introducing a topic and organizing information. Use similar MPIs to assess including formatting, graphics, and multimedia.)

Level 1 Entering	Make a poster introducing the topic from a leveled text that has been read aloud; include pictures or other representations of the ideas, concepts, and information.
Level 2 Emerging	List information known about a topic, with a partner; then discuss the list with the partner (using the native language as needed and possible) and identify ways in which the information could be organized.
Level 3 Developing	Restate a question or prompt as the topic sentence of a paragraph; then complete a graphic organizer showing how the ideas, concepts, and information that support this topic sentence could be organized, in a small group.
Level 4 Expanding	Write a paragraph with a topic sentence; then use a completed graphic organizer to organize the ideas, concepts, and information, with a partner.
Level 5 Bridging	Introduce the topic of an informative or explanatory text; then organize the information, ideas, and concepts, using an appropriate strategy.

CC.7.W.2b

Text Types and Purposes: Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

Level 1 Entering	Draw or find pictures and choose words from a word bank to provide facts, details, examples, or other information about a chosen topic, with a partner.
Level 2 Emerging	Write short captions for pictures that show the important facts, details, examples, or other information about a given topic, with a partner.
Level 3 Developing	Write simple sentences to provide facts, definitions, details, or quotations about a chosen topic, using illustrated leveled text (e.g., after reading an illustrated book describing the Day of the Dead celebration in Mexico, student writes <i>We use sugar to make candy skulls</i>).
Level 4 Expanding	Brainstorm in a small group a list of facts, definitions, details, and other information about a given topic; then individually choose appropriate information from the list and use it to write an informative or explanatory piece.
Level 5 Bridging	Write an informative or explanatory piece that includes appropriate facts, definitions, details, and/or quotations about a specific topic.

CC.7.W.2c

Text Types and Purposes: Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

Level 1 Entering	Identify the transitional words or phrases that occur in a text that has been read aloud, using a teacher-generated list of these words and phrases.
Level 2 Emerging	Complete a cloze paragraph using transition words from a word bank.
Level 3 Developing	Complete a graphic organizer with ideas in response to a text that has been read aloud, in a small group; then write sentences using the information from the organizer and the sentences into a paragraph, adding transitional words and phrases from a word bank.
Level 4 Expanding	Write a paragraph about a text that has been read aloud, organizing the paragraph using transitional words and phrases.
Level 5 Bridging	Construct an organized 3- to 5-paragraph essay that draws a conclusion about a text that has been read aloud, using transitional words and phrases.

CC.7.W.2d

Text Types and Purposes: Use precise language and domain-specific vocabulary to manage the complexity of the topic.

(These MPIs focus on domain-specific vocabulary; use similar MPIs to assess use of precise language.)

Level 1 Entering	Identify the domain-specific words and phrases that occur in a leveled text that has been read aloud, using a teacher-generated list of these words and phrases.
Level 2 Emerging	Complete a cloze paragraph using domain-specific words from a word bank.
Level 3 Developing	Organize written sentences into a paragraph, with a partner, and add domain-specific words from a list provided by the teacher.
Level 4 Expanding	Write a paragraph about a text that has been read aloud, using domain-specific words and phrases.
Level 5 Bridging	Write paragraphs and essays about a topic using domain-specific language.

CC.7.W.2.e ***Text Types and Purposes: Establish and maintain a formal style.***

(No WIDA MPIs developed.)

CC.7.W.2.f ***Text Types and Purposes: Provide a concluding statement or section that follows from and supports the information or explanation presented.***

Level 1 Entering	Identify the best words and phrases to conclude a leveled informational text that has been read aloud, using a teacher-generated list of these words and phrases.
Level 2 Emerging	Identify the best sentences to conclude a leveled informational text that has been read aloud, using a teacher-generated list of sentences, in a small group; then discuss why this sentence is the best conclusion.
Level 3 Developing	Complete a graphic organizer with ideas in response to a leveled text that has been read aloud; then write sentences using the information from the organizer, and organize the sentences into a concluding statement.
Level 4 Expanding	Write a paragraph and an appropriate concluding statement that support the information presented in the paragraph, using a graphic organizer.
Level 5 Bridging	Write an essay with a concluding paragraph that summarizes, follows from, and supports the information in the rest of the essay.

CC.7.W.3 ***Text Types and Purposes: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.***

(See specific MPIs below.)

CC.7.W.3.a ***Text Types and Purposes: Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.***

(These MPIs focus on establishing context and point of view and introducing characters.)

Level 1 Entering	Match pictures of characters with pictures of settings that would be appropriate for those characters.
Level 2 Emerging	Narrate orally the introduction to a story, clearly identifying who is telling the story and who the characters are.
Level 3 Developing	Create an original character by drawing; then brainstorm ways to introduce the character, in a small group; individually write a short paragraph using the brainstormed information.
Level 4 Expanding	Write a short passage that establishes a context and point of view, and introduces the narrator and/ or characters, using a graphic organizer.
Level 5 Bridging	Write the introduction to a personal narrative or short story that establishes a context, point of view, narrator, and characters.

(These MPIs focus on organization of events.)

Level 1 Entering	Sort pictures of a story in an appropriate order, with a partner, and write one-word labels for the pictures.
Level 2 Emerging	Write short simple sentences to go with pictures in a wordless book, with teacher support.
Level 3 Developing	Write a short paragraph that has a logically consistent story line, using a completed graphic organizer or a series of pictures given by the teacher.
Level 4 Expanding	Complete a graphic organizer to sequence events of a narrative such as a personal experience; then use the graphic organizer to write a short paragraph.
Level 5 Bridging	Organize and create a clear and coherent story line that unfolds naturally and logically in an extended written narrative.

CC.7.W.3.b ***Text Types and Purposes: Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.***

(These MPIs focus on dialogue and description; use similar MPIs to assess pacing.)

Level 1 Entering	Choose appropriate dialogue and/or character descriptions from a word bank to match characters in a drawing (e.g., with a picture of two students in a hallway, students should select a dialogue about finding the classroom).
Level 2 Emerging	Narrate orally a story using dialogue and descriptions to develop experiences, events, and characters from pictures provided by the teacher.
Level 3 Developing	Narrate orally a story using dialogue and descriptions to develop experiences, events, and characters, with a partner; then individually write a passage narrating part of the story, using graphic organizers and other supports.
Level 4 Expanding	Write a short story using dialogue and descriptions to develop experiences, events, and characters, with a partner.
Level 5 Bridging	Write a short story using dialogue and descriptions to develop experiences, events, and characters, individually.

CC.7.W.3.c ***Text Types and Purposes: Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.***

Level 1 Entering	Sequence pictures using key transitional words (e.g., <i>before, after, first, second, then, next, and last</i>).
Level 2 Emerging	Identify transitional devices that convey sequence and signal time shifts (e.g., words, ellipses, white spaces), in a whole group and facilitated by teacher modeling.
Level 3 Developing	Edit a draft of the story (teacher, peer, or self generated), to include transition words or phrases to convey sequencing and signal time shifts (teacher provides a list of possible words, phrases, and clauses).
Level 4 Expanding	Write a story that includes transition words or phrases to convey sequencing and signal time shifts, using graphic organizers and/or a list of possible words, phrases, or clauses.
Level 5 Bridging	Write a story that includes transition words or phrases to convey sequencing and signal time shifts.

CC.7.W.3.d ***Text Types and Purposes: Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.***

Level 1 Entering	Label pictures with descriptive details and sensory language, using a word bank.
Level 2 Emerging	Write short sentences to describe illustrations on a storyboard, with a partner.
Level 3 Developing	Develop a storyline, in a small group, that includes targeted sensory language (e.g., a list of spooky words for stories about a haunted house, a list of excitement expressions for a story about an amusement park).
Level 4 Expanding	Draft a narrative that includes descriptive details and sensory language, using graphic organizers and brainstormed lists of possible words or phrases.
Level 5 Bridging	Plan and write a story that includes descriptive details and sensory language, with the aid of graphic organizers, dictionaries, and peer support.

CC.7.W.3.e ***Text Types and Purposes: Provide a conclusion that follows from and reflects on the narrated experiences or events.***

Level 1 Entering	Match illustrations representing a conflict with pictures representing a possible resolution, with a partner.
Level 2 Emerging	Brainstorm, with a partner, possible conclusions to a leveled narrative that has been read aloud, without reading the conclusion.
Level 3 Developing	Discuss in a small group the conclusion to a narrative without a conclusion that has been read aloud by the teacher; then individually write a conclusion to the narrative.
Level 4 Expanding	Write a conclusion to a story (teacher-, peer-, or self-generated) that resolves the conflict and reflects on the narrated experiences or events in the story, with a partner.
Level 5 Bridging	Write a conclusion to a story (teacher-, peer-, or self-generated) that resolves the conflict and reflects on the narrated experiences or events in the story, individually.

Production and Distribution of Writing

CC.7.W.4 ***Production and Distribution of Writing: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)***

(No WIDA MPIs developed.)

CC.7.W.5 ***Production and Distribution of Writing: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)***

(No WIDA MPIs developed.)

CC.7.W.6 ***Production and Distribution of Writing: Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.***

(No WIDA MPIs developed.)

Research to Build and Present Knowledge

CC.7.W.7 ***Research to Build and Present Knowledge: Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.***

(No WIDA MPIs developed.)

CC.7.W.8 ***Research to Build and Present Knowledge: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.***

(No WIDA MPIs developed.)

CC.7.W.9 ***Research to Build and Present Knowledge: Draw evidence from literary or informational texts to support analysis, reflection, and research.***

(No WIDA MPIs developed.)

CC.7.W.9.a ***Research to Build and Present Knowledge: Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).***

(No WIDA MPIs developed.)

CC.7.W.9b ***Research to Build and Present Knowledge: Apply grade 7 Reading standards to literary nonfiction (e.g. “Trace and evaluate***

the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).

(No WIDA MPIs developed.)

Range of Writing

CC.6.W.10

Range of Writing: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

(No WIDA MPIs developed.)